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ABSTRACT

This curriculum guide is intended as a resource for persons who work toward changing attitudes and overcoming prejudices and offers resources for addressing "blindspots," areas of stereotyping and prejudice of which one may be unaware. The material, current as of April 1987, is drawn from educational, psychological, and ecumenical sources, among others. Under a section titled "Building Blocks", several formats for workshop segments are suggested. Each format is designed to address a particular aspect of prejudice or stereotyping through structured activities and the use of various materials. The annotated bibliography comprises 51 items, including a list of curriculum units and resources on prejudice and intergroup tension. The audiovisual guide describes 66 films. A final section, Topical Index, provides selections from the bibliography and audiovisual list organized under the following specific areas of prejudice: (1) American Indians; (2) Asian-Pacific persons; (3) Blacks; (4) Latinos; (5) the disabled; (6) sexism in teacher education; and (7) religious differences. (JB)

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BLINDSPOTS AND CHANGING ATTITUDES

Curriculum Guide

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Los Angeles County Commission on Human Relations

August 1987

BLINDSPOTS AND CHANGING ATTITUDES

Curriculum Guide

August 1987

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INTRODUCTION

Since the 1940's the Commission on Human Relations has worked to eradicate prejudice, intolerance, and discrimination based on factors such as race, religion, sex, sexual orientation, and disability. It has engaged in research and education in order to lessen prejudice and to foster attitudes which lead to intergroup understanding.

The Commission has also been aware of a continuing and uneasy dialogue between those who want to change prejudiced attitudes and those who want to change discriminatory behavior. There are some among the latter who, for various reasons, dismiss or belittle the efforts of the former. The argument is made that it is of little value that people's attitudes change: what matters most is that they change their behavior. A counter-argument is that unchanged prejudices and stereotypes will find expression anew in people's behavior.

Attempting to deal with both attitudes and behavior, the Commission has held hearings for several years to determine some of the human relations problems in the County. Testimony has dealt with attitudes and behaviors by one group toward another or others. The Commission continues to develop programs and to recommend steps that will address these attitudes and behaviors. One effort in this direction is the "Blindspots and Changing Attitudes" project.

Despite good will and the best of intentions, there are often hidden attitudes and unintentional biases of which we are unaware. For purposes of this project, these are called "blindspots." Blindspots is a euphemism for the distorted images we have of others and is otherwise defined as stereotypes and prejudices. The term (blindspots) implies that those who maintain stereotypes and prejudices concerning others are not "seeing" clearly. The hope of the authors of this guide is that through its utilization, persons and groups will be led to "see" some of their own blindspots and will be encouraged to share these insights with others.

This curriculum guide is intended as a resource to anyone who works, or aspires to work, in the area of changing attitudes and overcoming prejudices. Although the material is drawn from a number of sources - educational, psychological, and ecumenical, among others - it is the Commission's hope that its use not be restricted to any one environment. Facilitators and others are encouraged to use whatever material they see fit, adapting whatever they find most useful.

To this end, several formats for workshop segments are suggested under the "Building Blocks" section. Each is designed to address a particular aspect of prejudice or stereotyping through structured activities and the use of various materials. The annotated bibliography and audiovisual guide may be useful in themselves, as a background for the workshops, or for inclusion in other resource guides. Hopefully these materials will suggest potential approaches to workshop leaders, and should not be regarded as the best or "correct" way to deal with the topics covered.

A Commission project team researched and completed this guide over a period of several months. Materials included here were recommended by one or more members of the project team even though many of the books have not been read and many of the audiovisual materials have not been viewed. It follows that the Commission does not necessarily endorse their content. The information in the bibliography and audiovisuals sections is current as of April, 1987. Interested parties should write or call the appropriate distributor directly for further information about prices and availability.

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I. WORKSHOP BUILDING BLOCKS

Many of the listed resources may be used as background information for planning workshops. Some planners may want to explore the following resources and develop their own plans for workshops. Others may welcome some suggestions. For the latter, the following "building block" segments are suggested for groups of twelve to fifteen persons.

BUILDING BLOCK #1.

Purpose: In a 1 1/4 hour segment, lead workshop participants to define prejudice and to explore its implications.

Activity: Write on a chalkboard or distribute photocopies of Gordon W. Allport's definition of prejudice (Allport, Prejudice, Chapter 1). In a 10 minute discussion of the definition, emphasize that prejudice is negative, does not have a factual basis, and is resistant to change.

Show the film, "Bill Cosby on Prejudice." Then discuss the ways in which Cosby expanded the definition of prejudice. Allow 30 or more minutes.

In groups of 3 or 4, ask each person to think of and to share with others in the small group a negative feeling (one's own feeling, if possible, but if this appears too threatening to participants, a feeling expressed by someone else) about others of another race or sex, a feeling not grounded in fact and hard to change. Allow 10-15 minutes, depending on the willingness of the participants to communicate.

Call the workshop together and ask the group to share what has been learned about prejudice. Summarize each answer in a phrase and write it on a chalkboard or newsprint. Ask specifically what participants have learned about any prejudice they personally may have. Allow 10-15 minutes.

BUILDING BLOCK #2.

Purpose: In a 50 minute segment, examine some of the ways the use of our language promotes prejudice.

Activity: Divide the workshop into small groups (4 or 5). Ask each group to write on newsprint as many words and phrases as possible containing the word "Black." Ask the groups to underline any words or phrases that have a positive connotation. Stop the groups after about 8-10 minutes. On other sheets the groups should similarly write words and phrases containing the word, "White," and should underline those that have a negative connotation. Allow another 8-10 minutes.

Ask the groups to report back to the whole workshop. The moderator can elicit one, then additional, words or phrases from each group, calling attention to any that are underlined. Allow 15 minutes.

Ask participants to comment on the significance of this use of language. Many responses and ideas can be expected. In order to assist the discussion, the moderator will want to have additional questions such as: What does the use of these terms teach (our) children? Allow 10 minutes.

Move the discussion to consider some of the ways a person, group, or community can counter the effect of these negative terms?. These ideas may also be summarized and listed on the chalkboard or newsprint. The balance of time should be about 10 minutes.

For planning a workshop or class on this and similar topics for elementary and middle school children, see Open Minds to Equality (Schniedewind).

BUILDING BLOCK #3

Purpose: In a 60-70 minute segment, examine some of the ways stereotyping works and some of its effects.

Preparation: Develop a definition and some characteristics of stereotyping from the above resources. The Prejudice Book (Shiman), p. 73, and Open Minds to Equality (Schniedewind) p. 87, are excellent.

Activities: Watch the film, "The Silver Stream." 15 minutes. Develop discussion questions similar to the following: Allow 15 minutes.

In a one minute segment beginning at four minutes from the start:

Roberta is stereotyped by the Fiddler. Ask: What did the Fiddler accuse her of? How did Roberta react to this? This appears to be the first time she is discriminated against.

In a one minute segment beginning at six minutes from the start:

Roberta stereotypes Egbert. What was the stereotype? Discuss what made her realize that her own stereotyping was not correct. What was Egbert's reaction to her stereotype of him? Was his reaction similar to Roberta's reaction after her experience with the Fiddler?

In a five minute segment beginning at eight minutes from the start:

Roberta reflects a prejudice against Cora. Was Roberta led to blurt out her criticism against Cora from anything Cora had

said or done? What prompted Roberta to criticize Cora? How did Cora react to the criticism? Did Cora's behavior and explanation help to break down the stereotypical image in Roberta's mind?

In a two minute segment beginning at 13 minutes from the start:

Roberta finds the golden stream. Why does it look different from the mud hole she saw at the start of her journey? How do new perceptions break down old stereotypes? Ask: Can you share an experience in which you started to see someone or something in a new light?

Optional film: Either "Eye of the Storm," (30 minutes) or "A Class Divided (the first 25 minutes)." Lead a discussion of the ways in which each group was stereotyped and what this did to each group, perpetrators and victims. Allow 15 minutes.

Divide into small groups (4-5) and deal with some prepared questions for discussion starters: What were your feelings when someone stereotyped you? Have you stereotyped another person? Was he or she aware of it? How did it make you feel to know that another person was aware of your stereotype? Allow 10 minutes.

Call the workshop together and ask: What is one thing you have learned about stereotyping. Summarize and list on chalkboard or newsprint. Is it possible to become aware of stereotyping in your own life and to change, to avoid stereotyping in the future? What step(s) can you suggest that might help toward that change? You may also list. Allow 10 minutes.

BUILDING BLOCK #4

Purpose: In a 40 - 50 minute segment, disclose several basic characteristics of sexism, stereotyping and gender roles that are taken for granted.

Preparation: Read Prejudice Project, pp. 57-93.

Activities: Planners may want to build two or three learning activities into an hour segment. Read the material on "Playing the masculine/feminine game" to the participants (p. 64). Explain that we have all played "masculine" or "feminine" at some time in our lives. Then have them write answers to and/or discuss: How have you participated in this game? Do you still do it? How have you been able to get out of the game with certain people or in certain situations? Allow 20 minutes.

Provide participants with magazines and selected newspapers, scissors, and red pencils (p.77). Ask them to find a short article or 3-5 paragraphs of an article or ad that depicts both men and women. Then ask them to underline each personal pronoun

in the article. Call the group together and ask for a volunteer to read his or her article. Then ask the person to read the article a second time switching the gender of each personal pronoun. Repeat the process for a few articles. Discuss the group's reactions to the articles. Ask about the laughs some of them received. Ask what stereotypes are openly stated or subtly suggested in the articles or ads. Ask if some of the ads would sell if the gender roles were reversed. Allow 20 minutes or more.

BUILDING BLOCK #5

Purpose: In a 40 minute segment make each participant realize that he or she has been socialized into each of two roles: those who are members of a targeted group because of race, religion, sex, age, handicap, nationality or other arbitrary factor; those who are members of a group which targets others because of one or more of these factors.

Activities: Divide the workshop into successive groupings: Caucasians and people of color; male and female; those 18 or over and those under 18; those under 50 and those 50 or older; those who grew up in white collar families and those who grew up in poor or blue collar families; those whose early language was English and those whose language was other than English. With each division, ask each group to come up with some stereotypes, labels or other erroneous information taught about the other group. Have each group share some of these with the other group. Ask where the information originated. Allow 25 minutes.

In groups of 3 or 4, ask each person, in turn, to share one experience how he or she, as a member of a targeted group, was stereotyped, labeled, or otherwise discriminated against by a member of the other group. Ask for three or four examples to share with the whole workshop. Ask each person to share with the small group any experience in which he or she, as a member of a non-targeted group, stereotyped, labeled, or otherwise gave erroneous information about a targeted group or member thereof. Again share examples with the workshop. Ask again where this information originated. Did it originate in the targeted group? Allow 15 minutes.

II. BIBLIOGRAPHY - Annotated

Allport, Gordon W. ABC's of Scapegoating. Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Examines motives, sources and forms of scapegoating and racial prejudice are examined.

_____. The Nature of Prejudice. New York: Doubleday & Company, Inc., 1958 (Available also from Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017). Looks at prejudice from many perspectives: its psychological, its historical and social roots, its forms, and how it can be reduced.

Asian & Pacific Americans - Myths & Realities. Washington, D.C.: The U.S. Commission on Civil Rights, 1980. Explores several myths, stereotypes and prejudices.

Brown, Dee. Bury My Heart at Wounded Knee New York: Bantam, 1975. The American Indian side of the ledger concerning American history.

Bushnaq, Inea. Arab Folktales. New York: Pantheon Books, 1986. One hundred and thirty tales provide an intimate introduction to Arab attitudes about life and living.

Butwin, Frances. The Jews of America. New York: Behrman House, Inc., 1973. Historical capsules and experiences of justice, education, integration, and anti-Semitism.

Conner, John W. Tradition and Change in Three Generations of Japanese Americans. Chicago: Nelson-Hall, 1977. Also contains interesting questionnaire on ethnic identity and contrasting values.

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Dreeben, Phillip. On What is Learned in School. Reading, MA: Addison Wesley, 1968. An analysis of a hidden curriculum of our nations's public schools.

Duran Flores, Daniel. Latino Materials: A Multimedia Guide for Children & Young Adults. New York: Neal Schuman Publisher, 1979. Analyzes books and films designed to encourage reading by teaching Latino history and culture. Attention to positive role models.

Elkholy, Abdo A. The Arab Moslems in the United States. New Haven: College and University Press, 1966. Treats religion and matters of assimilation.

Gabelko, Nina Hersch and John U. Michaelis. Reducing Adolescent Prejudice: A Handbook. Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Written for secondary schools, these lessons and units can be integrated into courses in history, sociology, and psychology.

de la Garza, Rudolph O., Z. Anthony Kruszewski, and Tomas A. Arciniega. Chicanos and Native Americans. Englewood Cliffs, NJ: Prentice Hall, Inc., 1971. Fourteen manifestos and commentaries reject racial stereotypes attributed to Anglos, social scientists and policy makers. Factors that have contributed to the volatile mood of the period among Chicanos and American Indians.

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Kennedy, John F. A Nation Of Immigrants. (Harper and Row), Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. The journeys and impacts of the 40 million people who, until the early 1960's, had immigrated to the U.S.

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Addison Wesley, 1971. A survey of the role of women in American history.

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Morrison Toni. The Bluest Eye. New York: Simon and Schuster, 1970. A novel describing the effects of racism on a Black family.

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Polenberg, Richard. One Nation Divisible. New York: The Viking Press, 1980. Forty years of American history from the perspective of class, race, and ethnicity.

Prejudice Project. Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017.

These curriculum units and resources on prejudice and intergroup tension may be incorporated into ongoing teacher education courses.

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Sargent, Alice G. Beyond Sex Roles. New York: West Publishing Co., 1977. Discussion, ideas and exercises that deal with stereotyping and moving beyond gender roles.

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Wynar, Lubomeyer R. Ethnic Film & Film Strip Guide for Libraries & Media Centers. Littleton, CO: Libraries Unlimited, Inc., 1980.

III. AUDIOVISUALS

"Across The Silence Barrier." 57 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. This NOVA series film explores whether hearing impairment should be viewed as a handicap or a difference to be accepted.

"America's Women of Color Filmstrips." Five filmstrips, EDC Women's Educational Equity Act Publishing Center, Education Development Corporation, 55 Chapel St., Newton, MA 02160. Filmstrips depict the needs, status, and contributions of different groups of American women: "America's Women of Color: Past, Present, and Future," "American Indian Women," "Asian American Women," "La Mujer Hispana: Mito y Realidad," and "Not About To Be Ignored (Black women)."

"Anything You Want To Be." 8 minutes, b/w, 16mm and video, New Day Films, 22 Riverview Drive, Wayne, NJ 07470-3191. A teenager experiences problems with sex role stereotypes.

"Bill Cosby on Prejudice." 16 mm, Budget Films, 4590 Santa Monica Blvd., Los Angeles, CA 90029. An update of an earlier film monologue, "Prejudice."

"Black Like Me." 110 minutes, 16 mm, Kit Parker Films, 1245 Tenth Street, Monterey, CA 93940-3692. The experiences of John Howard Griffin after he took a drug that darkened his skin color.

"Black Thumb." 16 mm, University of Michigan AV Center, 416 Fourth St., Ann Arbor, MI 48103. A short film that confronts one's tendency to stereotype.

"Born Free." three videos, 30 minutes each, EDC Women's Educational Equity Act Publishing Center, 55 Chapel Street, Suite 231, Newton, MA 02160. Panel discussions and interviews deal with sex-role stereotyping. "Men: Choices and Changes" and "Women: Choices and Changes" discuss the effects of sex-role stereotyping on development and career opportunities of each sex. "Joy of Choosing" shows several men and women discussing decisions that have shaped their lives.

"Can We Immunize Against Prejudice." 7 minutes, 16mm, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Three sets of parents use different methods without success to prevent prejudice in their children in this animated film.

"Captives of Care." 48 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI

48103-4816. The real-life story of disabled residents of a Sydney, Australia institution who are threatened with eviction after they organize themselves against a well-meaning but oppressive administration.

"Celebrity Spot Series:" 30 to 60 seconds each, video, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, Ny 10017. Edward Asner, Eric Estrada, Bonnie Franklin, Larry Hagman, Judd Hirsch, Linda Lavin, and Carrol O'Conner each have separate spot messages about prejudice.

"A Class Divided." 55 minutes, color, video, A Frontline Presentation, PBS, 1985. The presentation describes the 1984 reunion of a 1969 class of students and their teacher who, together, undertook a simulation in racial justice. The teacher, Jane Elliot, divided her class into two unequal groups, "brown eyes" and "blue eyes." Ms. Elliot also runs the simulation with the personnel of a correctional institution. Many racial stereotypes are explored throughout.

"Coming of Age" by Josh Hanig and Dennis Hicks, 60 minutes, color, 16mm, New Day Films, 22 Riverview Drive, Wayne NJ 07470-3191. A teen-age summer retreat experience in which intimate, sometimes explosive, feelings about race and sexuality are explored. Some very interesting stereotypes about race and sex are dealt with.

"The Curb Between Us." 16 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Terry Kelly wants to major in psychology and to share what he has learned about overcoming odds in his own partial recovery from a broken neck.

"Danny and Nicky." 52 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Compares the lives of mentally retarded children Danny, nine, who lives at home, attends special school, and is a good mixer, and Nicky, who was placed in a public institution as a baby, is shy and vulnerable, and is entering the institution's school at fourteen.

"The Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922." 28 minutes, filmstrip, discussion guide. Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Magazine cartoons and illustrations reveal the nature and extent of stereotyping in the United States.

"Eye of the Storm." 30 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. (Video and 16 mm also from Anti-Defamation League

of B'nai B'rith) This is the original 1969 production of Ms. Elliot's simulation which divided her fourth grade class into two unequal groups.

"The Fable of He and She." by Eliot Noyes Jr., color, 11 minutes, 16 mm, Los Angeles County Library, Montebello Branch. This animated fable gently challenges stereotyped and sexist thinking and celebrates the joys of individual self expression.

"Free To Be." 28 minutes, 16 mm and video, discussion guide, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. The film discusses the way in which our society has dealt with ethnic, religious, and political diversity and conformity.

"Freedom River." 18 minutes, 16 mm, Los Angeles County Library (circulating). This allegory about a river which is gradually polluted and nearly destroyed examines differences that make people blind to injustice around them.

"From Racism to Pluralism." 18 minutes, filmstrip and sound cassette, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. This explores the effects of attitudes on possible solutions to prejudice and racism. Discussion guides, activities, and the script are also available.

"Gravity Is My Enemy." 26 minutes, 16 mm and video, Churchill Films, 662 N. Robertson blvd., Los Angeles, CA 90060-5089. Mark Hicks, essentially without nerve or muscle function below the neck, has become a a superlative artist. He sees his skill, his images, his life and others' perceptions of him with a clear vision.

"Growing Up Female." by Julia Reichart and James Klein, 50 minutes, 16mm and video, b/w, New Day Films, 22 Riverview Drive, Wayne, NJ 07470-3191. Considered a classic, this 1971 film deals with the socialization of six American women, along with many of the forces that shape them - parents, teachers, guidance counselors, advertising images, pop music, and the institution of marriage.

"Guilty by Reason of Race." 51 minutes, VHS, Los Angeles County Library, This documentary on the internment of 110,000 Japanese Americans in concentration camps raises the question: If it happened once, couldn't it happen again?

"Home of the Brave." 87 minutes, 16 mm, Kit Parker Films, 1245 Tenth Street, Monterey, CA 93940-3692. A Black U.S. soldier discovers he has racist adversaries not only fighting against him, but also alongside him.

"Hopi Way." 23 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. After living on three southwestern mesas for 1300 years, the Hopi way of life is threatened by coal mining interests.

"Indian Heritage - The Treasure." 14 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Conflict arises when two young Indian brothers choose to fish with a metal boat, rejecting the dugout of their father. When their father is jailed because of this, they start to understand that the new ways will not coexist with the old.

"Invisible Handicap: Dyslexia." 15 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. The documentary explains past treatment of dyslexics as mentally inferior students, presents the case of one student who conquered dyslexia, and points out that dyslexia is a physiological deficiency rather than a form of mental retardation.

"Japanese American." 30 minutes, 16 mm, Los Angeles County Library (circulating). Japanese Americans have overcome early discrimination to become one of the most successful ethnic groups.

"Katy." 17 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. When her brother goes to summer camp, Katy takes over his paper route, despite the jeers of the boys and the adult manager in the all-male paper shack. Assisted by an older feminist, she and some friends ask for permanent paper routes.

"Masculinity-Femininity." 2 filmstrips and tapes, Guidance Associates, Pleasantville, NY 10570. Myths and realities about the differences between females and males are discussed.

"Men's Lives." by Josh Hanig and Will Roberts, 43 minutes, color, 16 mm and video, New Day Films, 22 Riverview Drive, Wayne, NJ 07470-3191. The role of being male is explored in this Academy Award-winning documentary. It features interviews with high school teachers and the reflections of media heroes.

"Mexican Americans: Viva la Raza." 54 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth

St., Ann Arbor, MI 48103-4816. Political and religious leaders, the police, and community activists discuss grievances of the Mexican-American community in Los Angeles.

"The Orange and the Green." 21 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. This is a picture of the religious hatred and mistrust, the prejudice and lack of understanding, between Catholics and Protestants in Ulster.

"People You'd Like To Know Series." 10 films, 10 minutes each, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Ten children portray problems of handicapped youth in their social and educational adjustments: "C.J." (emotionally disturbed), "Dee" (Larsen's syndrome), "Diana" (leg amputation), "Elizabeth" (sight impaired), "Harold" (blind), "John" (cystic fibrosis), "Kai" (cleft lip and palate), "Mark" (learning disability), "Mary" (impaired hearing and speech), "Paige" (Down's syndrome).

"The Point." 75 minutes, 16 mm, McGraw-Hill Films, 110 15th Street., Del Mar, CA 92014. This is about a child who is different in his community.

"Portrait in Black and White." 54 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Charles Kurault presents results of a study of a CBS poll regarding attitudes of extremist and moderate groups of both races toward themselves and each other.

"The Prejudice Film." 29 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. The film analyzes different manifestations of prejudice: verbal, avoidance behavior, active discrimination, violence. It discusses causes, gives suggestions for discussion, and suggests constructive alternatives.

"Public Service Spots:" "Ask My Father." 60 seconds; "Different Faces." 30 seconds; "Flowers." 30 seconds; "Red, White and Blue." 30 seconds; "I Am America." 30 seconds. Anti-Defamation League of B'nai B'rity, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Each spot deals with some aspect of prejudice or stereotyping.

"Rosey Grier: The Courage To Be Me." 23 minutes, 16 mm and video, Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069-5089. Rosey Grier overcame painful shyness, rejection and failures, to achieve success in various

endeavors. His motto: "It's your life - you can be the man or woman you really want to be."

"Sgt. Matlovich." 98 minutes, 16 mm, Kit Parker Films, 1245 Tenth Street, Monterey, CA 93940-3692. The film about the sergeant who wanted to stay in the Air Force, but refused to deny his homosexuality.

"The Shadow Catcher: Edward S. Curtis and the North American Indian." 88 minutes, 16, mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. This is a documentary of Curtis' life with the Hopi, Navajo, Apache, Pueblo, Plains Indians, and other tribes, and his records (including motion pictures) of their lore, traditions, arts, dances and ceremonies.

"The Silver Stream." 15 minutes, 16 mm and VHS, EcuFilm, 810-12th Ave. So., Nashville, TN 37203. This is a fairy tale in which Roberta, in her quest for the "golden stream," stereotypes others and is, in turn, stereotyped by others. Her thinking and outlook undergo a transformation.

"Suffer the Little Children." 51 minutes, 16 mm, Los Angeles County Library (circulating). This offers an insight into the animosity that has developed between Catholics and Protestant groups in Northern Ireland and what that hatred is doing to the children.

"A Tale of 'O'." 27 minutes, color, slide tape and video, Goodmeasure, Inc., P.O. Box 3004, Cambridge, MA 02139. Also in book form, the film shows how the few "O's" learn to function in groups and organizations made up mostly of "X's."

"To Be Me: Tony Quan." 10 minutes, 16 mm, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. Ten-year-old Tony Quan talks about his first year in the U.S. in Los Angeles' Chinatown.

"Triple Jeopardy." 20 minutes, filmstrip, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Three working women - a Latina, a Black, and an Asian American - relate experience that have restricted their options. Print curriculum available.

"Understanding Institutional Racism." filmstrip, Racism and Sexism Resource Center, 1841 Broadway, New York, NY 10023. This describes the ways in which institutions work in order to favor certain groups.

"Unlearning Asian American Stereotypes." 14 1/2 minutes,

filmstrip and sound cassette, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. A Chinese American teacher invites a group of 8-to 12-year-old Asian American youngsters to spend a day discussing experiences that have hurt them or their families. They deal with common myths and stereotypes about Asian Americans.

"Unlearning Chicano and Puerto Rican Stereotypes." 15 minutes, filmstrip and sound cassette, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Narrated by children, the filmstrip presents examples of stereotypes and discrimination and explores Indian, Spanish, and African roots of Latino people.

"Unlearning 'Indian' Stereotypes." 15 minutes, filmstrip and sound cassette, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Chocktaw, Shinnecock, Pawnee-Osage, and other young people present the contrast between themselves and stereotypic images in movies, TV, and books. Teacher guide available.

"Venture Beyond Stereotypes: Jill and Jack/Fiction and Fact." eight videos, 30 minutes each, EDC Women's Educational Equity Act Publishing Center, 55 Chapel Street, Suite 231, Newton, MA 02160. These challenge young viewers to examine the influence of cultural values and practices in male and female roles: "The Masculine Mystique," "The Feminine Mystique," "Language and Textbooks," "Classroom Practices," "Early Childhood," "Athletics and Physical Education," "Career Guidance," and "Cultural Values."

"Walk in My Shoes." 54 minutes, 16 mm, b/w, Los Angeles County Library (circulating). This film shows Blacks from all walks of life such as a taxi driver and a comedian (Dick Gregory) and presents their views on race relations.

"Watermelon Man." 97 minutes, 16 mm, Kit Parker Films, 1245 Tenth Street, Monterey, CA 93940-3692. When a middle-class white discovers his skin is gradually darkening, his wife and friends withdraw from him and he is welcomed by Black acquaintances.

"We Are These People." 15 minutes, 16 mm, Shenandoah Film Productions, California Department of Mental Health, Mental Health Promotion Branch, 2340 Irving Street, Suite 108, San Francisco 94122. This film emphasizes the significance of American Indian tradition and family; it takes the viewers to native reservations to witness dances, religious ceremonies and other traditions.

"We Can Grow." 13 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Various children with different handicaps are shown doing the same things as others but in ways adaptive to their personal challenges. Commentary takes the point of view of the children.

"West To Freedom." 21 minutes, filmstrip, audio cassette, discussion guide, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. This presents the story of minority groups at the time of the Revolutionary War and their contributions to the struggle for independence.

"What Color Are You?" 15 minutes, 16 mm, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, N.Y. 10017. Three children observe the diversity of the animal world at the zoo and prompt a discussion of the differences in human racial characteristics.

"What Do You Do When You See A Blind Person." 14 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Proper and acceptable behavior around blind persons is demonstrated. The film depicts common mistakes made by persons as they associate with blind people, often in first encounters.

"Where I Want To Be." by Ginny Durrin, 29 minutes, color, 16 mm and video, New Day Films, 22 Riverview Drive, Wayne, NJ 07470-3191. Six mentally retarded young adults live together in a group home. They humorously and realistically portray life together as the group takes a meaningful place in society.

"Where Is Prejudice?" 60 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Twelve college students of various races and faiths find, in a week-long workshop on prejudice, that they have difficulty dealing with their own latent prejudices.

"Winning Justice For All." 3 filmstrips, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. These filmstrips and workbooks focus on stereotypes and discrimination in U.S. History, in children's books, on TV, and in work situations and are intended for use with grades 4-9: "An Equal Chance," on historical and current barriers to sex and race equality; "Fighting Discrimination," on strategies for overcoming sexism and racism; and "The Secret of Goodasme," on sex and race stereotyping.

"Witches of Salem." 31 minutes, 16 mm, Los Angeles County Library (circulating). Hysterical accusations of young girls turn their village into a witch hunting ground in this dramatization of the 1692 witch trials in Salem, Mass.

"The Working Of Prejudice." A three-part sound filmstrip: "Stereotyping and Generalizing," "Master Race Myth," and "Scapegoating." Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. The three may be purchased as a set or individually.

"Workplace Hustle." 28 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Ed Asner hosts an examination of sexual harassment of the working woman, the trauma and financial pressures of the victims, law suits and low morale suffered by employees.

"Yo Soy Chicano." 59 minutes, 16 mm, The University of Michigan Media Resources Center, 400 Fourth St., Ann Arbor, MI 48103-4816. Interviews with Chicano leaders and actors recreate events of Mexican history and the Chicano experience from Pre-Columbian history to the present.

"You've Got To Be Taught To Hate." 12 minutes, 16 mm, Anti-Defamation League of B'nai B'rith, Dept. G-1, 823 United Nations Plaza, New York, NY 10017. This is a primer on prejudice and stereotyping and the ways in which they are transmitted to children.

IV. TOPICAL INDEX (by book title and audiovisual - selected)

Blindspots Concerning American Indians

Bury My Heart at Wounded Knee (Brown)
The Ways of My Grandmothers (Hungry Wolf)
Touch the Earth (McLuhan)
"Contributions of Native People"
"Hopi Way"
"I Heard the Owl Call My Name"
"Indian Heritage - The Treasure"
"The Shadow Catcher: Edward S. Curtis and the North American Indian"
"We Are These People"
"Unlearning 'Indian' Stereotypes"

Blindspots Concerning Asian-Pacific People

Asian & Pacific Americans - Myths & Realities
Roots: An Asian American Reader (Tachiki et al)
Tradition and Change in Three Generations of Japanese Americans
(Conner)
"Guilty by Reason of Race"
"Japanese American"
"To Be Me: Tony Quan"
"Triple Jeopardy"
"Unlearning Asian American Stereotypes"

Blindspots Concerning Blacks

The Black Woman in White America (Lerner)
The Bluest Eye (Morrison)
Coming of Age in Mississippi (Moody)
"Black and White Rabbits"
"Black History, Lost, Stolen, or Strayed"
"Black Like Me"
"Black Themes"
"Home of the Brave"
"Martin Luther King, Jr."
"Portrait in Black and White"
"Rosey Grier: The Courage To Be Me"
"Triple Jeopardy"
"Walk in My Shoes"
"Watermelon Man"

Blindspots Concerning Latinos

Chicanos and Native Americans (de la Garza)
Latino Materials: A Multimedia Guide for Children & Young Adults (Duran Flores)
Mexican Americans (Martinez)
Mexican Women in U.S. Struggles: Past and Present (Magdalena)
"Mexican-American: Viva la Raza"
"Triple Jeopardy"
"Unlearning Chicano and Puerto Rican Stereotypes"
"Yo Soy Chicano"

Blindspots Concerning Persons With Disabilities

"Across the Silence Barrier"
"Captives of Care"
"The Curb Between Us"
"Danny and Nicky"
"Freedom River"
"Gravity Is My Enemy"
"Invisible Handicap: Dyslexia"
"People You'd Like To Know Series"
"We Can Grow"
"What Do You Do When You See a Blind Person?"
"Where I Want To Be"

Blindspots Concerning Gender

Beyond Pictures and Pronouns: Sexism in Teacher Education Textbooks (Sadker)
Beyond Sex Roles (Sargent)
The Decade of Women (Levine)
Men and Women in U.S. Struggles (Magdelina)
Racism and Sexism (Simms)
Sex Equity Handbook for Schools (Sadker)
The Women in American History (Lerner)
"America's Women of Color Filmstrips"
"Anything You Want To Be"
"Born Free"
"The Fable of He and She"
"Growing Up Female"
"Katy"
"Masculinity-Femininity"
"Men's Lives"
"Venture Beyond Stereotypes"
"Workplace Hustle"

Blindspots Concerning Religious Differences

The Future of Jewish Christian Relations (Thompson)
The Jews of America (Butwin)
The Roots of Christian Anti-Semitism (Hay)
The Teaching of Contempt (Isaac)
The Tenacity of Prejudice: Anti-Semitism in Contemporary America (Selznick)
"Free To Be"
"The Little Falls Incident"
"The Orange and the Green"
"Suffer the Little Children"
"Witches of Salem"